

THE ROLE OF SCHOOL MANAGERS IN STAFF DEVELOPMENT IN THE LEJWELEPUTSWA DISTRICT

MASEKOAI J VINGER

THE ROLE OF SCHOOL MANAGERS IN STAFF DEVELOPMENT IN THE LEJWELEPUTSWA DISTRICT

by

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Submitted in accordance with requirements for the degree of

MAGISTER EDUCATIONIS (COURSE WORK)

in

The Department of Postgraduate Education

in the

Faculty of Education

at

Central University of Technology, Free State

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DECLARATION

I declare that this research study:

THE ROLE OF SCHOOL MANAGERS IN STAFF DEVELOPMENT IN THE
LEJWELEPUTSWA DISTRICT

is my own independent work, that all the sources used or quoted have been indicated and
acknowledged by means of complete references.

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M J VINGER

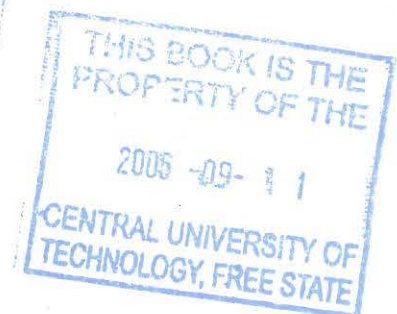
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This dissertation is dedicated to my:

- Husband and my best friend, Metsu Gift, who gave me love, motivation and unwavering support over the past years. You helped me to have confidence in whatever I was doing.
- To my two sons, Tshepang and Reatilehile (Dodo), for trusting and respecting me while I was working on this project. Although I was not always there for you, you understood that this was for the best, and that I was doing this to brighten our future.

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ABSTRACT

THE ROLE OF SCHOOL MANAGERS IN STAFF DEVELOPMENT IN THE LEJWELEPUTSWA DISTRICT

STUDENT: MASEKOAI JUDITH VINGER

DEGREE: MEd (COURSE WORK)

SCHOOL: TEACHER EDUCATION

SUPERVISOR: DR MJ MOTSEKE

CO-SUPERVISOR: DR AM RAMBUDA

The aim of the study was to investigate the role of school managers in staff development. The problem perceived by the researcher was that this role seemed to be unclear and undefined.

To achieve this aim, aspects of staff development such as motivation, leadership style, mentorship, communication and conflict resolution were explored. The objective was, among others, to assist ways that can assist school managers to manage staff development effectively.

The research involved methodological triangulation in the sense that both the questionnaire and observation were utilised in collecting and processing quantitative and qualitative data respectively.

The findings, *inter alia*, revealed the following outcomes:

- School managers agree that having a mentor helps educators to perform better in their schools.
- School managers do provide sufficient development training to all educators.
- School managers do, in fact, promote communication and conflict resolution amongst staff members.
- Educators were provided with ample opportunities for development through meetings and workshops.

The following recommendations were made within the context of the research outcomes:

- Training of school managers.
- Prize-giving events for meritorious educators.
- Regular class visits and staff meetings.

The importance of a balanced school component is the primary responsibility of school managers. Staff development should therefore be a crucial and most important aspect within an education milieu, if school managers want to transform their schools into quality schools.

KEY WORDS

School manager, staff development, motivation, leadership, leadership style, mentorship, communication, conflict resolution, training, educator.

SINOPSIS

DIE ROL VAN SKOOLBESTUURDERS MET BETREKKING TOT DIE ONTWIKKELING VAN OPVOEDER-PERSONEEL IN DIE LEJWELEPUTSWA DISTRIK

STUDENT: MASEKOAI JUDITH VINGER

GRAAD: Med (GERIGTE)

SKOOL: ONDERWYSER OPLEIDING

STUDIELEIER: DR MJ MOTSEKE

MEDE-STUDIELEIER: DR AM RAMBUDA

Die doel van die navorsing was om ondersoek in te stel na die rol van skoolbestuurders ten opsigte van personeelontwikkeling. Die probleem, soos waargeneem deur die navorser, is dat hierdie rol oënskynlik onduidelik en ongedefinieërd is.

Ten einde hierdie navorsingsdoel te verwesenlik, is aspekte soos motivering, leierskapstyl, kommunikasie en konflikthantering nagevors. Die oogmerk was onder meer om riglyne voor te lê waarvolgens skoolbestuurders begelei kan word met die effektiewe ontwikkeling van personeel.

Hierdie navorsing is by wyse van metodologiese triangulering onderneem - beide 'n vraelys, asook observasie is gebruik as metodes om onderskeidelik kwantitatiewe en kwalitatiewe data in te samel en te prosesseer.

Die bevindinge sluit onder meer die volgende in:

- Skoolbestuurders is dit eens dat 'n mentor meehelp tot beter prestasievlakke in hulle skole.
- Skoolbestuurders het voldoende ontwikkelingsopleiding aan alle opvoeders verskaf.
- Skoolbestuurders het inderdaad effektiewe kommunikasie en konflikthantering onder personeellede aangemoedig.
- Opvoeders is voldoende geleentheid gebied vir ontwikkeling deur middel van vergaderings en werkwinkels.

Die volgende bevindinge is gemaak binne die konteks van die navorsingsbevindinge:

- Opleiding van skoolbestuurders.
- Merietetoekenningsgeleenthede vir opvoeders.
- Gereelde klasbesoeke en personeelvergaderings.

Die belangrikheid van 'n gebalanseerde skoolopset is die primêre verantwoordelikheid van skoolbestuurders. Personeelontwikkeling is gevolglik van kardinale belang en 'n uiters belangrike aspek binne 'n opvoedkundige omgewing, indien skoolbestuurders hul skole wil transformeer tot kwaliteitgerigte skole.

SLEUTELTERME

Skoolbestuurder, personeelontwikkeling, motivering, leierskapstyl, mentorskap, kommunikasie, konflikthantering, opleiding, opvoeder.

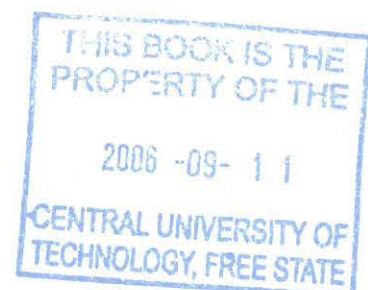
CHAPTER ONE

1.1 INTRODUCTION

Organisations of all types, whether industrial or governmental, depend for their success ultimately on the skills and abilities of people who comprise them (Harris & Monk, 1494: 20). Staff development is the key responsibility of a school manager (Fullan & Hargreaves, 1994: 6). Staff members are central to the realm of human resource with which the school manager works (Eggleston, 1994:1). Through the staff, the school manager exerts an influence on learners and parents. Thus, staff quality becomes paramount when considering how the ultimate objective of improving the educational experience of each learner can be accomplished (Rebore, 1997:157). Consequently, the development of staff members can be viewed as the highest of all priorities of a school manager (Sybouts & Wendell, 1994: 7).

In practice, the responsibility of developing staff is shared (Leask & Terrell, 1997: 110). The school as a whole has a responsibility to develop policies and provide resources for staff development (Heath, 1995:1). The school managers need to be aware of the internal and external parameters within which they work because confusion in these respects will lead to frustration and conflict (Blandford, 2000:5). The concept of continuous staff or human development should, therefore permeate the entire operation of the school, because, as Fullan and Haregreaves (1994:88) have indicated, the investment in human capital must be enhanced and protected against loss, abuse, misuse, neglect and obsolescence.

Staff development should therefore enable the school manager to know and be able to assist the educators in building up their morale, motivating them and giving them necessary support (Griffin, 1996: 394).



School managers have an essential role in the development of staff and in the implementation of innovation by providing vision, direction, encouragement, support and resources for developmental opportunities (Sybouts & Wendell, 1994: 150).

1.2 SIGNIFICANCE OF THE STUDY

The study tries to explore ways that can be implemented in schools, in order to clarify the role of the school managers as far as staff development is concerned. This means that the school manager should be able to motivate, support and uplift the morale and self-esteem of educators, so that their performance in classrooms can be enhanced. The goals and aims of the school may therefore be achieved, and the results may be good at all times (Byars & Rue, 1994: 251).

The view that motivation and support lift educators' moral is also supported by Griffin (1996: 394) when he says those educators should be equipped with the necessary skills so that they can increase their ability to teach. Learners may also benefit greatly from motivated and developed educators.

1.3 STATEMENT OF THE PROBLEM

The problem perceived by the researcher is that the role of the school manager in the development of staff seems to be unclear and undefined. In the past, staff development consisted of workshops and in-service training. Relegation of the numerous management issues such as appraisal system from the Department of Education to school managers has shifted the majority of responsibilities regarding development to the school managers (Sybouts & Wendell, 1994: 151).

The lack of motivation and low self-esteem as well as low morale may have a negative impact on the performance of educators in the classroom teaching, as well as their performance as a whole (Huysamen, 1999: 100). Despite some significant improvements in staff development programmes, educators continue to endure limited and often problematic efforts to enhance their development (Huysamen, 1999: 61).

The above discussion leads to the following research questions:

- What is the role of school managers in staff development?
- Which aspects of staff development should be employed at schools?
- What is the relationship between staff development and classroom performance?

1.4 AIM OF THE RESEARCH

The aim of the study is to investigate the role of school managers in staff development. To achieve this, aspects of staff development such as motivation, leadership style, mentoring, communication and conflict resolution are going to be explored.

In order to accomplish this aim, the following objectives should be realised:

- to identify which aspects of staff development should be enhanced;
- to suggest ways that can help school managers to manage development effectively; and
- to explore the benefits of staff development programmes at schools,

1.5 DEFINITION OF CONCEPTS

The following concepts used in this study need to be explained such as: school manager, educators, staff development, organisational development, human development, professional development, motivation, communication, mentoring, and conflict resolution.

1.5.1 School manager

The school manager is regarded as a person who ensures that the school is managed satisfactorily and in compliance with the applicable legislation, regulations and personnel administration measures prescribed (Department of Education, 2000: 9). School managers who operate as leaders realise that their status as “principals” is dependent on the support of the staff. Therefore, their status depends on their ability to lead and motivate educators and enable them to make changes (Department of Education, 1997: 10).

1.5.2 Educator

An educator is seen as one of the most important element of the school that needs careful, clever and sensitive management (Kramer, 1999: 175). Educators in general have different needs, problems, roles and places in the school structure and are also critical to the effective running of the school. An educator is regarded as someone who helps the learners to find the best instructional path and who leads the child to adulthood (Guskey, 2000: 225).

1.5.3 Staff development

Staff development involves more than changing teacher's behaviour. It also involves changing the person the educator is (Fullan & Hargreaves, 1994: 7). The term "staff development" is intended to place special emphasis on the development of individuals or groups, ensuring continuous growth and increasing productivity over time (Van der Westhuizen, 1995: 295).

1.5.4 Organisational development

Organisational development is both a professional field of social action and an area of scientific inquiry. Organisational development is a system wide application of behavioural science knowledge to the planned development, improvement and reinforcement of the strategic and processes that lead to organisational effectiveness (Cummings & Worley, 2000: 1).

1.5.5 Human resource management

Human resource is an essential capital on which organisations like schools rely for quality education (Harris & Monk, 1994: 21). Human resource development has to do with the development of the well being of employees (Byars & Rue, 1994: 6). Human resource development looks at the human side of organisations. Its main aim is to increase and improve organisational performance through planned and interventions and training experience.

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1.5.6 Professional development

Professional development in education embraces two related concepts. Firstly, according to Bush and Westhuizen (1994:6) professional development is seen as a process, spanning an individual's career, whereby the educator continues to develop the knowledge and skills for effective professional practice as circumstance change and new responsibilities are accepted.

Secondly, according to Bush and Westhuizen (1994:6) educators face the notion that knowledge acquisition and skills development should, to a greater degree than in the past, be more directly related to the substantive problems. This perception of professional development emphasise the changing nature of development at different stages of career and suggest that developmental activities be given a meaningful context in terms of actual educator experience (Cummings & Worley, 2001: 328).

1.5.7 Mentoring

A mentor should be an experienced educator with a sound knowledge of educational and curriculum development (Blandford, 2000:86). Mentoring offers a highly individualised approach to professional development that can benefit both individuals concerned (Guskey, 2000:28). Mentoring is a positive mechanism for developing management skills, while those who have been subjected to mentoring will gain from the experience a sense of what ongoing professional development will involve (Leask & Terrell, 1997: 122). It is the researcher's opinion that a mentor should be a person who comes from outside the school in order to avoid bias.

1.5.8 Motivation

Motivation means the desire or urge to do something or achieve something in order to satisfy a need in a given environment (Schrender, du Toit & Roesch, 1994:78). Motivation is also defined by Bradley (1994:131), as an intrinsic drive that propels individuals to fulfill personal needs. In any work place, most people like to feel that someone else cares about them (Fiddler & Atton, 1999: 17).

1.5.9 Communication

Communication is described as the exchange of information between a sender and a receiver, and the inference (perception) of meaning between individuals involved (Kreitner & Kinicki, 1998: 429). It can also be described as a process of transmitting information and meaning, hence every managerial function and activity involves some form of direct or indirect communication (Smith & Cronje, 1999: 331).

1.5.10 Conflict resolution

Conflict is a general phenomenon of human existence and embraces a wide spectrum of social relationships (Van der Westhuizen, 1995:640). Moonsammy and Hassett (1997: 81) describe conflict as the feeling and behaviours that arise as a result of differences or perceived differences between groups, individuals or individuals within a group. Conflict is a natural inevitable part of our lives.

1.5.11 Training

Training according to Griffin (1996:394) refers to teaching operational or technical employees how to do the job for which they were hired. Training is a learning process that involves the acquisition of skills, concepts, rules or attitudes to increase the performance of staff members (Byars & Rue, 1994:216). Training must be relevant to the staff's work (Sybouts & Wendell, 1994: 150).

1.5.12 Leadership style

Leadership is the ability to influence people to willingly follow one's guidance and adhere to one's decisions (Squelch & Lemmer, 1994: 2). Effective leadership is measured by the extent to which the school manager is able to motivate the staff to act in the interest of the school (Hopkins, Ainscow & West, 1995: 202).

1.6 PRELIMINARY LITERATURE REVIEW

Staff development refers to the efforts to assist groups of educators to better meet the organisational needs of their school (Duke, 1994:162). Staff development entails a major investment of time by school leaders. It seems to be riding crest popularity among educators interested in school improvement and the improvement of teaching (Fullan & Hargreaves, 1994: 140).

Staff development is concerned with the development of knowledge, skills and attitudes of educators, which may be focussed upon the needs and goals of the school (Leask & Terrell, 1997:110). These skills need to be developed and educators need to be motivated so that they can perform in accordance with the aims and objectives of the school.

According to Leask and Terrell (1997:110), the principal or school manager is responsible for ensuring that the time spent working for the department or team is used as effectively as possible. Continuous development of the skills of staff is therefore essential if the school and departmental goals are to be achieved.

Staff development is a prerequisite for effective schools (Green,1999:121). Staff development may also contribute to the creation of a learning environment that has high reinforcement of good practice (Blandford, 2000:131).

Development should precede any suggestion being introduced to a school and should be accompanied by ongoing support, as the suggestion is implemented (Fidler & Atton, 1999:22).

An effective manager will therefore aim to improve the qualities of existing staff in order to achieve school targets and to promote shared values and equality of opportunities. If educators were to be part of the improvement of education, they should also adopt the principle of total quality management, which is to achieve in all activities attempted and to show evidence that work is important to personal satisfaction (Sybouts & Wendell, 1994:480).

To achieve all this, the school manager should allocate a mentor to the school. A Mentor should be someone who is experienced and who has a sound knowledge of educational and curriculum development (Blandford, 2000:86). Mentoring offers a highly individualised approach to professional development that can benefit both individuals involved (Guskey, 2000:28).

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research design

A qualitative approach to research is used in this study. This approach is chosen because it is viewed as an inquiry seeking exercise to interpret human nature as it is, in-depth and detailed (Ary, Jacobs & Razavieh, 1990: 445).

1.7.2 Data collection

Qualitative instrument to be used for data collection includes questionnaires.

1.7.2.1 Questionnaires

By means of questionnaires, various problems concerning educator development in the teaching profession may be identified. The questionnaire is one of the instruments in which the subject responds to written questions or statements to elicit reactions, beliefs and attitudes (McMillan & Schumacher, 1993:46). The researcher will therefore construct a set of items appropriate to the research problem to find justification of the existence of such a problem and its possible extent.

1.7.2.2 Sample

Data collection comprises of questionnaires that will be administered to fifteen school managers. Participants in the study consist of school managers from primary schools in Thabong, Kutloanong and Meloding in the Lejweleputswa district. The sample consists

of fifteen respondents of which all are school managers. The sample is randomly selected.

1.7.2.3 Data analysis

The researcher will gather the questionnaire responses for identifying emerging pattern forms of the study. Response statements will help the researcher to gain familiarity for categorising purposes (McMillan & Schumacher, 1993: 378 and 386).

1.8 DELIMITATIONS OF STUDY

The study is conducted in the field of educational management at primary schools in the following Lejweleputswa District Townships (Thabong, Kutloanong and Meloding).

1.9 LIMITATIONS OF STUDY

The limitations or shortcomings of this study include the following:

- The study is limited to townships schools, farm schools and former model C schools are excluded;
- The study is concentrating on school managers of primary schools only and not their deputies and heads of department;
- Secondary schools are excluded.

1.10 CONCLUSION

Staff development is the most important aspect in education (Fullan & Hargreaves, 1994: 156). For staff to be active, emphasis should be placed on good communication, motivation and mentorship. The role of school manager in staff development is therefore to establish needs of individuals and to have the knowledge and ability to actively support educators' development within the developmental aims of the school.

1.11 PROGRAMME OF STUDY

Chapter one – deals with introduction, a statement of the problem to be studied, aim of study and explanation of terms.

In chapter two – literature study is done, where aspects of staff development and benefits of development are discussed.

Chapter three deals with the collection of data. The research methodology is explained and the questionnaires and observation schedule are discussed. Data analysis is also explained.

Chapter four considers findings and recommendations.

Chapter five provides conclusions with regard to the information collected.

CHAPTER TWO

STAFF DEVELOPMENT

2.1 INTRODUCTION

This chapter tries to elaborate more on the role of school managers on staff development. Detailed explanation of aspects of development is dealt with and also the benefits of development are discussed.

Staff development is the key responsibility of a school manager (Fullan & Hargreaves, 1994:6). Hence, the development of staff should be viewed as the highest of all priorities of a school manager (Sybouts & Wendell, 1994:7). Since staff development offers a promising road to the improvement of instruction in schools, it must be underpinned by the notion of encouraging rather than restricting teacher autonomy (Day 1994: 111). Effective staff development must be based upon planning models, which are founded upon educational principles, which recognise the need to encourage lifelong learning (Fiddler & Atton, 1999: 208).

2.2 ASPECTS OF STAFF DEVELOPMENT

2.2.1 Motivation

All good schools are likely to have staff members who are motivated to do the best (Bradley, 1991:132). Motivation means the desire or urge to do something or achieve something in order to satisfy a need in a given environment (Schrender, du Toit & Roesch, 1994:78).

Motivation is also defined by Bradley (1994:131), as an intrinsic drive that propels individuals to fulfill personal needs.

In any work place, most people like to feel that someone else cares about them (Fiddler & Atton, 1999: 17). According to Maslow' s hierarchy of needs, the highest form of personal need is the need to keep meeting new challenges, to improve oneself, to be the best that one can be (Trethowan, 1991: 72). This need ranks above the need for status and self- esteem and respect for others, which in turn ranks above the need for companionship and team spirit (Bradley, 1994: 117).

According to Browing-Carr and West-Burnham (1994:139), motivation comes from certain needs, which are common to all people, and they (Browning-Carr & West-Burnham, 1994: 144) discussed the following common needs that people have:

- to be praised and thanked for doing something well;
- to see that a mistake is a potential growth point;
- to be encouraged to learn something new;
- to have their contribution valued;
- to be treated with kindness and consistency;
- to be listened to;
- to have responsibility; and
- to have the highest expectations held of them.

The school manager should be able to motivate the staff so that their full potential can be realised. In so doing, staff members will feel free to learn and take responsibility for their actions. The school manager should also serve as a person who treats the staff with kindness and who recognise the good work that the staff is doing. This could be achieved by listening to the needs of the staff and giving praise where necessary. The school managers should also create opportunities for educators to realise these needs.

Schrender du Toit and Roesch (1994:78) believe that educators have the following expectations:

- needs and goals; Educators have needs and goals, and they seek opportunities to fulfill their needs and achieve their goals;
- opportunity; Educators want to have the opportunity to develop their abilities, talents and skills;
- satisfaction; Educators strive for the achievement of their individual goals;
- independence; Educators want to have the freedom at school to make decisions and work creatively; and
- rewards; Teachers expect recognition or reward for their efforts.

For the school managers to motivate their staff, the following principles, which have been discussed by van der Westhuizen (1995:202), should be adopted:

- Principle of participation: The staff is involved in decision - making and in matters, which affect them directly. The more the staff who become involved, the more they are prompted to help in achieving objectives.
- Principle of communication: If staff members are informed about objectives and the results achieved, they are inclined to co-operate more and feel that they are part of school team.
- Principle of recognition: If staff members receive the necessary recognition and work satisfaction, they are inclined to work harder. Earned recognition brings a feeling of satisfaction.
- Principle of delegated authority: School managers should be prepared to delegate authority to capable people. Delegated authority also means that more people will be to make decisions themselves in connection with their work within set guidelines.

If the school succeeds in fulfilling these expectations and principles, the teachers' morale will be high (Schrender *et al.*, 1994: 78).

A high morale leads to positive attitude, which in turn facilitates motivation. In such a situation, educators work together voluntarily and perform at high levels in order to achieve their individual goals and those of the school (Guskey, 2000: 31).

2.2.2 A mentor system

The role of a mentor teacher is gaining popularity as a way of providing more effective on-the-job support for beginning and experienced teachers (Warren-Little & Nelson, 1996:291). The existence of a mentor system allows other staff in school to help to advice, coach and develop certain specified teachers, thus sharing in the work of staff development (Trethowan, 1994:127).

Mentors take an active interest in, and have a commitment to the career of a particular teacher (Bell & Day, 1997: 180). Mentors are sometimes used in schools to develop poorly performing teachers, and their help can be particularly appropriate in developing skills agreed to be deficient (Bradley, 1994:128).

According to Trethowan (1991:127) mentors have the following functions:

- the chief function is as a coach. Mentors act as coaches to some of the team on skills agreed to be deficient. Mentors should be professional experts, be empathetic and have good interpersonal skills, especially in coaching, guidance and counseling selected issues;
- the second function is to press forward the experiential of the educator, helping to suggest or search out experiences that are relevant to the teachers' learning needs;

- the third function is to use their own experience of the school to help educators to appreciate the organisational culture by means of discussions, persuasions and guidance.

Mentors' personal characteristics and their interpersonal skills are obviously important as is their professional commitment, and in particular mentors should according to Brooks and Sikes (1997:68):

- be enthusiastic about teaching;
- be willing to reflect on their own practice;
- be able to circulate their professional knowledge;
- be open minded with the view that their approach to teaching and learning is not the only one, or indeed the best;
- be accessible, with a sympathetic and understanding approach to students;
- have a positive and encouraging attitude;
- be supportive;
- have the ability to be critical in a constructive manner;
- be a good communicator and a good listener;
- be committed to their roles as mentors;
- be aware of the relevant educational theories; and
- be able to relate these educational theories to practice.

2.2.2.1 Getting the best from using a mentor

The use of a mentor system to support staff development include the following, as cited by Trethowan (1994: 127):

- it provides a source of experience and information on career paths, development opportunities and promotion strategies for educators;
- it develops the coaching skills of senior staff;
- it provides educators with the advice and support of an experienced senior manager;
- makes senior staff aware of the views of educators – their own concerns, problems and frustrations;
- it lightens the leadership of departmental team in the field of staff development;
- it offers a practical example of the participative and supportive ethos of the school.

Working with a mentor system can be effective in meeting challenges in a developmental and personally rewarding way, while at the same time, ensuring that the organisation as a whole calls on its stored expertise and experience (Kerry & Mayes, 1995: 254). Whether as part of staff development or induction programme, the use of mentoring system provides access to an individual, supportive relationship in what can sometimes be a strange and daunting situation (Kreme-Hayon, Vonk & Fessler, 1995: 256).

The school manager should be able to support and help mentors in the development of educators. They should try to make the work of mentors easier by communicating with them and by involving them in any aspect of development (Smith & West-Burnham, 1994: 66).

The role of a school manager in mentoring system should be to guide and advice mentors so that educators can be developed to their fullest, and so that mentors can do their best in developing educators. In this way, the school's goals and aims could be easily reached.

2.2.3 Training

Training is a learning process that involves the acquisition of skills, concepts, rules or attitudes to increase the performance of staff members (Byars & Rue, 1994:216).

According to Griffin (1996:394) training refers to teaching operational or technical employees how to do the job for which they were hired. Staff needs to be developed in skills and ability and provided with the resources to produce a quality school (Trethowan, 1994:30). Training must be relevant to the staff's work (Sybouts & Wendell, 1994:150). Through a collaborative effort on the part of the school managers and their staff, training can be aligned with other scheduled commitments, commonly perceived needs and mutually agreed – upon concepts (Hopkins, Ainscow & West, 1995:201).

Initial educator training is part of development, not only for the trainees but also as a professional opportunity for established staff, because as Shaw (1995:201) has indicated, it allows established staff to reflect on their practice when having to give guidance to novitiates on how to prepare themselves for lessons, and evaluate their performance both in the classroom and as members of the staff of a school (Brooks & Sikes, 1997:78).

Staff should be trained in new skills, which they can use in developing colleagues, meeting parents, solving problems and creating new structures. Support is given to staff members who are having difficulty achieving their target and failures are seen as the seeds for improvement (Guskey, 2000:30).

To develop schools, school managers should be able to develop educators (Bell & Day, 1997:208). The first step, according to Bell and Day (1997:209) in the development process is to help educators remind themselves that they have a crucial role to play in making a difference to the lives of students (Eggleston, 1994:211).

The school manager can do this by proving educators with opportunities to attend workshops, and celebrating teachers' day at school level, so that educators can be reminded of their role as teachers and how important they are to the whole community.

Educators need to have their own individual learning curricular as a means of generating and regenerating the understandings and intellectual flexibility demanded, as they prepare learners for uncertain worlds (Fiddler & Atton, 1999:208).

The school manager should make training available and enjoyable to all staff members, by employing qualified trainers, so that the school can be able to attain its goals. This will provide educators with knowledge and ability to solve any learning problem, which they encounter in a simple and professional manner (Sybouts & Wendell, 1994:150).

2.2.4 Leadership style of a school manager

Squelch and Lemmer (1994:2) define leadership as the ability to influence people to willingly follow one's guidance and adhere to one's decisions. The style of leadership, which the school manager embraces to cope with, will affect the way in which other staff is being developed (Kramer, 1999:189). A school manager who works in an autocratic manner is likely to determine the developmental programmes that are not developmental enough (Busher & Rene, 1995:188).

Effective leadership is measured by the extent to which the school manager is able to motivate the staff to act in the interest of the school (Hopkins, Ainscow & West, 1995:201). This means that school managers should possess the required leadership skills so that educators feel more obliged to do their work better every time (Bell & Day, 1997:83).

The school manager should therefore adopt the facilitative leadership style, which, according to Fiddler and Atton (1999:84), is:

- enhancing teacher empowerment;
- demonstrates a feeling of trust in teachers;

- develops a shared governance structure (in the involvement of all staff in decision-making, support of decisions regardless of personal disposition);
- encouraging and listens to individual input (hearing teacher's words and feelings, valuing opinion, creation of non-threatening environments);
- encouraging innovations (creativity, risk taking);
- giving praise (through praise and recognition of day-to-day difficulties); and
- providing support (staff development opportunities, assistance in personal and professional problem solving).

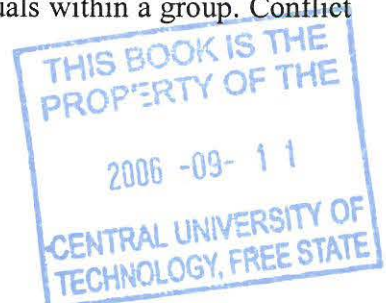
According to Trethowan (1994:74) poor performance is the result of being badly managed over time by managers who:

- believe their staff are not capable of significant development and growth;
- allow staff members to feel alone in an organization; and
- see things going wrong and do nothing about it, and who cover up conflict.

The school managers should acquire the necessary leadership skills so that they can be able to develop the staff in an effective way (Hopkins, Ainscow & West, 1995: 202). If the leadership style of the school managers serves as an example of what a good and effective leader should be like, then the staff members would like to be developed along those areas (Kramer, 1999:190).

2.2.5 Conflict Resolution

Conflict is a general phenomenon of human existence and embraces a wide spectrum of social relationships (Van der Westhuizen, 1995:640). Moonsammy and Hassett (1997: 81) describe conflict as the feeling and behaviours that arise as a result of differences or perceived differences between groups, individuals or individuals within a group. Conflict



occurs because of conflicting interest between people and groups in an organisation (Squelsh & Lemmer, 1994: 145).

Conflict is a natural inevitable part of our lives. It should not be seen as something negative, which should be avoided or overcome as soon as possible (Yulk, 1998:111). Avoidance of conflict merely serves to create long-term problems for the school and individuals within (Van der Westhuizen, 1995:641). Conflict can be either a positive or a negative force depending on how it is addressed.

Conflict has the following advantages and disadvantages according to Moonsammy and Hassett (1997: 82).

Advantages of conflict:

- it allows issues to be dealt with;
- it may stimulate creative problem solving;
- it can lead to growth and development; and
- it promotes accountability within organisations.

Disadvantages of conflict:

- it leads to demotivation or a drop in morale;
- it prevents focusing on task and duties at hand;
- it creates division and prevents effective teamwork; and
- it hinders competent performance of duties.

2.2.5.1 Dealing with conflict

The way in which school managers manage or resolve conflict will have a strong influence on whether the conflict benefits or hinders the school as an organisation (MacBeath, 1997:84).

The following elements within the school are important to ensure the creative and effective handling of conflict:

- the existence of clear procedures and structures for dealing with conflict. These procedures and structures are designed to foster communication and interaction between individuals and groups in the school;
- individuals especially those in leadership positions, who are skilled in dealing with conflict within groups;
- an organisational culture that encourages openness and trust between individuals.

For school managers to resolve conflict effectively, they should adopt an open door policy towards their staff (Fiddler & Atton, 1999: 225). Such an approach will make them accessible to other members of staff, learners and parents (Squelsh & Lemmer, 1994: 154). Open communication is also the key to resolving conflict. The school manager should ensure that communication remains open during controversial discussions (MacBeath, 1997:91).

School managers should make staff aware of conflict and should be able to develop staff in managing and handling conflict so that they can be able to minimise it. This will develop educators because it will build trust and a sense of security and belonging among staff members (Moonsammy & Hassett, 1997: 92).

2.2.6 Communication

Communication is defined as the exchange of information between a sender and a receiver, and the inference (perception) of meaning between individuals involved (Kreitner & Kinicki, 1998:429). It can also be described as the process of transmitting information and meaning, hence every managerial function and activity involves some form of direct or indirect communication (Smith & Cronje, 1999:331). Effective communication is critical for both managerial and organisational success. Communication can therefore be seen as the most important skill that school managers should possess (Van der Westhuizen, 1995:205).

The quality of interpersonal communication within an organisation is very important (Shaw, 1995:312). Shaw (1995:313) continues by saying that people with good communication skills are able to help groups make better decisions and are more exposed to promotions than individuals with less developed abilities.

2.2.6.1 Communication traits or styles

People can improve their communication competency through the following communication styles, as cited by Guskey, 2000:58):

- Assertive style

Assertive style is expressive and self-enhancing and is based on the “ethical notion that it is not right or good to violate our own or others’ basic human rights, such as the right to self-expression or the right to be treated with dignity and respect.

- Aggressive style

In contrast, aggressive style is expressive and self –enhancing and strives to take unfair advantage of others.

- Non-assertive style

A non-assertive style is characterised by timid and self-denying behaviour. Non-assertiveness is ineffective because it gives other person an unfair advantage.

The school managers may improve their communication competence by being more assertive and less aggressive or non-assertive. For instance, school managers should attempt to use nonverbal behaviours of good eye contact, a strong, steady, and audible voice, and selective interruptions (Kramer, 1999:217). They should avoid non-verbal behaviours such as glaring or little eye contact, threatening gestures, slumped posture, and a weak or whiny voice (Busher & Rene, 1995:312).

2.2.6.2 Barriers to effective communication

According to Kreitner and Kinicki (1998:430), the following two factors may be barriers to effective communication:

- Intrapersonal factors:
- Perception: Differing perceptions are one of the most common communication barriers. These differences could be the result of different backgrounds, values and experience.

- Interpersonal factors
- Trust between the managers and their staff plays a major role in the effectiveness of organisational communication. Honesty and openness are prerequisites for effective communication

The school managers should therefore be aware of these factors so that they can be able to communicate effectively with their staff in the development process.

2.2.6.3 How school managers can become better communicators

Managers need to be aware of the above mentioned barriers and they should be able to deal with them effectively. School managers should according to Smith and Cronje (1999:344) follow the following strategies in overcoming various barriers to communication:

- to overcome perception barriers, the message that is to be communicated must be analysed in terms of its tone and content;
- to overcome information overload, the sender should keep the message simple and specific;
- to overcome trust and credibility barriers, affection and respect should be offered and earned;
- overcoming individual differences in communication skills requires effective feedback; and
- to overcome emotional barriers, communicators should remain calm and avoid making others emotional by their behaviour.

The school managers should consider these strategies if they want their staff to be developed in the most effective way (Shaw, 1995 220). Communication will therefore

enhance the smooth running of the school, and conflict may be resolved in a much better and effective way (Cummings & Worley, 2001: 249). The staff may as well be developed to be citizens that care, respect and trust one another (Van der Westhuizen, 1995:215).

2.3 THE BENEFITS OF STAFF DEVELOPMENT

Staff development can be achieved either through staff attending training or through planned experience (Eggleston,1994:22). Staff development programmes have the following benefits (Bradley 1994:117):

- they bring together the whole staff for much longer time than is normally possible;
- staff development programmes are very intensive events which build up a team spirit and a sense of shared achievement;
- programmes allow a mixture of learning styles, such as, lecturing, discussion and experiential learning; and
- staff development programmes can be devised as part of a longer development programme.

Fullan and Hargreaves (1994:158) cite the following benefits of staff development:

- the school is able to make changes to solve a specific school problem;
- the school can change a specific educator's behaviour because of perceived ineffectiveness;
- school managers as well as their staff can solve individual problems for example, teaching problems; and
- educators are able to gain promotion from another position through development.

2.4 CONCLUSION

Staff development is an essential element in the delivery process in school improvement, and is also the most important aspect in education (Kreme-Hayon, Vonk & Fessler, 1995:87). Both the school manager and staff members must have new times to work together and plans must be shared with entire staff. Staff members must be given an opportunity for discussion of issues and they will be required to make fundamental changes in their role and expectations (Bell and Day 1997:167).

For staff to be active, emphasis should be placed on good communication, motivation and mentorship (Fullan & Hargreaves, 1994:156). School management will have to review management and leadership styles, especially in schools, which have been weak in the field of consultation and cooperative working.

CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter, the research methodology of the study is explained. Emphasis is placed on questionnaires and observation as effective means for data collection. The role of school managers in the development of staff, as well as its influence on the performance of educators in their classrooms is closely observed. This section also reviews data collection procedures, which includes how the sample was selected, how the questionnaires were compiled and administered.

3.2 DATA COLLECTION

This section examines the techniques used to collect data in this study. Data was obtained through questionnaires and observation according to quantitative and qualitative research methods.

3.2.1 The questionnaire

3.2.1.1 What is a questionnaire?

A questionnaire is an instrument, which attempts to obtain comparable data from all participants because the same questions are asked to all research participants (Gay & Airasian, 2000:280). Questionnaires (Appendix B) were distributed to school managers of selected schools. The purpose was to gather information and opinions from different

school managers. The questionnaire is one of the instruments in which the subject responds to written questions or statements to elicit reactions, beliefs and attitudes (McMillan & Schumacher, 1993: 46).

3.2.1.2 Aspects considered when compiling the questionnaire

According to Steenekamp (1984: 4) the following aspects should be taken into consideration when compiling a questionnaire:

- the purpose of the questionnaire. Requirements to which the questionnaire must conform should depend on the aim of the study;
- the experiential world of the respondents. The concepts, the theme and the structure of the questions must be familiar to the respondents;
- the means of data collection. The style or structure of the questionnaire should depend on whether it is to be completed by the researcher or the respondents.

For the purpose of this study the role of school manager in staff development gave direction to the construction of items and the design of the questionnaire. Secondly, because many township educators were not familiar with research and questionnaire, the format of the questionnaire as well as the procedures for completing it had to be clear and non-threatening as possible (Motseke, 2000: 98).

The researcher therefore constructed a set of questions or statements appropriate to the research problem and its possible extent. The questionnaire consisted of statements based mainly on the role of school manager in staff development. The questionnaires were distributed amongst twenty schools.

3.2.1.3 Structure of the questionnaire

The format of the questionnaire according to Motseke (2000: 96) is very important because the structure of the questionnaire may:

- require more space;
- make the questionnaire look longer;
- cause some respondents to refuse to participate; and
- may influence responses.

For the purpose of this study the questionnaire consisted of fifteen items which were ranked as follows on a six-point Likert-scale.

Strongly disagree – 1

Partial disagree – 2

Disagree – 3

Agree – 4

Partial agree – 5

Strongly agree – 6

For the purpose of this study, short and precise questions were asked.

3.2.1.4 Administering the questionnaire

The following steps were followed in administering the questionnaire.

3.2.1.4.1 Permission to use schools and requests for participation

The letter of permission was written to the Department of Education where permission was asked to conduct research at some of the primary schools. School managers of identified schools were also written letter of permission to conduct research at their schools (Appendix A).

3.2.1.5 Instructions for the completion of the questionnaire

The purpose of these instructions was to make it clear to the respondents what was expected of them and how they were expected to complete the questionnaire. An attempt was made to keep instructions as clear and concise as possible.

The following information was given to respondents:

- they were urged to be honest in their answer;
- they were required to circle the most appropriate answer;
- confidentiality of their answers was emphasized; and
- they were required to answer all questions.

The researcher after personally delivering the permission letters to schools delivered the questionnaires to school managers. The instructions and procedures of the questionnaire were communicated to each school manager. After one week the researcher collected these questionnaires.

During visits to schools, observation was also done.

3.2.2 Observation

3.2.2.1 What is observation?

Observation is another method of collecting empirical data. Denscombe (1998:139) states that:

- observation offers the social researcher a distinct way of collecting data;
- it draws on the direct evidence of the eye to witness events first hand;
- it does not rely on what people say they do or what they say they think; and
- it is based on the premise that for certain purposes it is best to observe what actually happens.

In qualitative research, there are usually two types of observation, namely simple observation – where the researcher remains an outside observer, and participant observation - where the researcher is simultaneously a member of the group to be studied (Babbie & Mouton, 2001: 293).

Most often, participation and observation studies are assumed to be best studied in the study of phenomena that involves interpersonal interactions and interpretations, and that are controversial, hidden from public view, and are not well understood (Lee, 1999:98). Advantage of observation is that it can be done anywhere. It is also important to remember that in observation it is vital that the researcher makes full and accurate notes of what went on (Babbie, 1999:264).

According to Babbie and Mouton (2001: 295) some advantages of observation are the following:

- it forces the observer to familiarise with the subject;

- it allows previously unnoticed or ignored aspect to be seen;
- people's reaction are probably more telling than their verbal accounts and observing these are valuable; and
- it is unobtrusive and when obtrusive, the effect wears off in reasonable time.

In this research, the researcher used simple observation schedule. In simple observation, the researcher remains an outsider (Babbie and Mouton 2001:310). If done properly, observation can be an excellent technique of getting true information from the natural setting.

3.2.2.2 Actual observation at schools

Creswell (1994: 152) believes that the following aspects are of importance in observation:

- recording information;
- studying portraits of the informants;
- describing the physical setting; and
- reflecting on particular events and activities.

When recording information, it is important to make full and accurate notes (which include both empirical and observer's interpretation) of what went on in the field (Babbie, 1999: 271).

3.2.2.3 Observation schedule

The aim of the observation schedule (Appendix C) is to minimise, possibly eliminate the variations that will arise from data on individual perceptions of the events and situations.

Its aim, (according to Denscombe, 1998: 141) is to provide a framework for observation, which all observers will use, and which will enable them to:

- be alert to the same activities and be looking out for the same things; and
- record data systematically and thoroughly.

Denscombe (1998: 143) also suggests that the following conditions need to be met when one is selecting items for inclusion in the observation schedule:

- **Overt:** items should entail overt behaviour, which is observable and measurable in a direct manner. Things like attitudes and thoughts need to be inferred by the researcher, and are not observable in a direct manner.
- **Context independent:** this implies that the context of the situation should not have a significant impact on how the behaviour is to be interpreted.
- **Relevant:** the researcher should include items that are most relevant to the things to be investigated. Only valid indicators should be chosen, which are things that are a good reflection of the things to be studied.
- **Complete:** they should cover all possibilities. Categories of the observation schedule should cover the full range of possibilities and should ensure that there are no gaps, which will become glaringly evident once the observation schedule is used in the field.
- **Easy to record:** Items should occur with sufficient regularity and sequence for the observer to be able to log the occurrences accurately and fruitfully.

For the purpose of this study an observation schedule was drawn, whereby certain aspects of the literature study were reviewed. The observation schedule was also in line with some of the aspects of the questionnaire which school managers had to respond to. Aspects that needed more attention from the questionnaire were dealt with in the schedule.

The next step was to describe how the population and sample were selected.

3.3 POPULATION AND SAMPLE

3.3.1 Population

Population refers to all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalise the results of the research and which have common characteristics that are of interest to the researcher (Houser, 1998:98). The population is therefore comprised of school managers of primary schools in Thabong, Kutloanong and Meloding in the Lejweleputswa District in the Free State Department of Education.

3.3.2 The sample and sample technique

Simple random sampling was used in this study. Simple random sampling implies that every individual has an equal and independent chance of being selected as a member of the sample (Houser, 1998:98). A sample of twenty school managers which is the secondary or final sampling unit (Babbie & Mouton, 2001:174) was selected from twenty primary schools that were randomly identified.

Thompson and Stickland (2001: 529) assert that sample size varies across studies and that qualitative research investigates a small number of cases because an in-depth understanding of each case is done. Using much larger samples is unrealistic because of the time involved in examining each case intensively and because additional cases add minimal new data.

Statistical theory states that the most reliable way of obtaining a representative sample is to use random sampling whereby each case, whether that is an individual, household, or organisation, has an equal probability of being selected (Burton, 2000:309). The objective is that the measurement of a particular variable can be generalised, with a calculable degree of confidence, to the population from which the sample was drawn (Babbie, 1999: 394).

Consequently, 20 questionnaires were delivered to 20 schools in the Lejweleputswa district, viz.,

- 12 in Thabong,
- 4 in Meloding and;
- 4 in Odendaalsrus.

After dealing with population and sample, data was analysed.

3.4 DATA ANALYSIS

3.4.1 Procedure for analysing data

Data was analysed quantitatively and qualitatively.

3.4.1.1 Quantitative data analysis

Quantitative means the research is designed to produce numerical data, and proceeds by measuring variables (Punch, 2003:3). The quantitative research uses statistics as a method of organising data, facilitating the organisation and interpretation of numbers

obtained from measuring a characteristic or variable. The meaning of statistics originates from research design and is considered as international languages to manipulate numbers (McMillan & Schumacher, 1993:191, 506).

For the purpose of this study, descriptive and inferential statistics were used. Descriptive statistics are used to summarise data under study (Babbie, 1999:394). Descriptive statistics were therefore used, to summarise patterns in the responses of the school managers in the sample (Denscombe, 2000: 193).

Inferential statistics are used to estimate the generalisability of findings arrived at through the analysis of a sample to the larger population from which the sample had been selected (Babbie, 1999:394).

The following procedure was followed in analysing data:

- the headings used in the literature review as well as in the questionnaire were used in the analysis of data;
- the different options and alternatives were presented in a point form;
- the number of responses per item were jotted down, and the average of each response determined and;
- the general findings, recommendations and conclusions were discussed in chapter 5.

It was clear that from the list of questions asked that most of the school managers strongly agreed with most of the questions asked, and this was not the true reflection of the real situation in some of the schools visited. The responses of school manager in motivation, communication, conflict resolution and leadership style, were checked by means of observation.

3.4.1.2 Qualitative data analysis

The qualitative researchers accumulate data by interacting with selected individuals in their settings (field research) and acquiring documents relevant to the study (Lee, 1999:29; McMillan & Schumacher, 1999: 372-373).

Creswell (1994:149) and Kvale (1996:29) add that this interaction involves the studied use and collection of a variety of empirical materials – case study, personal experience, interview and observation – which describe problematic moments and meanings in the lives of individuals, which is done in this study.

Qualitative research involves fieldwork, that is the researcher physically goes to the people, setting, site, or institution to observe or record behaviour in its natural setting (Creswell, 1994:145). According to Burton (2000:166) the quality and accuracy of research findings are directly dependent on the research methods used.

The qualitative approach provides ways of transcribing and analysing the discursive construction of everyday events, of examining the consequential nature of learning within and across events, and of exploring the historical nature of life within a social group or local setting (Kvale, 1996:30). Qualitative approach therefore provides descriptive data, which is tangibly revealed by the spoken words and observable behaviour of people.

For the purpose of this study, data obtained by means of observation was qualitatively analysed. The following procedure was followed or administered:

- firstly, the researcher observed school managers while distributing questionnaires to schools. Behaviour such as motivation, communication skills and work performance was observed and recorded.

- secondly, the researcher observed and made notes of the teachers' behaviour in the respective schools, while in the classrooms and during breaks to see how school managers have developed and motivate them,
- thirdly, the researcher observed the situation at schools alone, without asking any help from respondents. Reading or asking for certain documentation at schools helped a lot.

With regards to observation, the researcher was able to observe schools in their natural setting.

3.4.1.3 Analysis of observation data

Creswell (1994: 153) suggests the following steps when analysing data from observation:

- collecting information from the field;
- sorting the information into categories;
- formatting the information into a story or picture; and
- actually writing qualitative text.

For the purpose of this study, the information was gathered through the visits made to schools while delivering and collecting questionnaires. The researcher observed the situations at schools and made notes every time a visit was done to such schools. Information was then sorted out into categories with the help of the observation schedule and the final text was written.

3.5 CONCLUSION

This chapter dealt with empirical study of the research. The following were discussed:

- data collection techniques such as the questionnaire and observation schedule;
- procedure for developing the questionnaire and observation schedule;
- population and sample;
- how data was analysed, the delivery and collection of questionnaires as well as how observation was conducted.

The importance of both qualitative and quantitative methodologies for such a study was also highlighted.

The next chapter deals with the analysis of data collected during empirical study.

CHAPTER FOUR

DATA ANALYSIS

4.1 INTRODUCTION

In this chapter, analysis of data collected during empirical research will be done.

4.2 RESULTS OF EMPERICAL RESEARCH

Each statement of the questionnaire was interpreted separately. The following results were obtained:

Statement 1

School managers motivate staff to perform well.

Table 4.1:Motivation of staff

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	13	5	2	0	0	0	20
%	65	25	10	0	0	0	100

All school managers agreed that school managers motivate staff to perform well.

Statement 2

Mentors are effective in developing poorly performing educators.

Table 4.2: Effectiveness of mentors

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	8	4	2	2	2	2	20
%	40	20	10	10	10	10	100

About 60% of school managers believed that mentors could be effective in developing poorly performing educators. The implication here is that although the majority of school managers believe that the use of mentors to develop educators may not always be effective, other means of developing educators have to be investigated. For instance, educators should be encouraged to attend workshops and training events and they should also be encouraged to develop themselves by upgrading their qualifications

Statement 3

The school manager appoints mentors to help newly appointed educators.

Table 4.3: Appointment of mentors for new educators

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	2	6	6	4	0	2	20
%	10	30	30	20	0	10	100

About 70% of school managers appoint mentors to help newly appointed educators. Most of the schools have appointed mentors to help educators but this implies that not all school managers depend on the use of mentors to develop their educators.

Statement 4

The school manager trains educators in communication and conflict resolution.

Table 4.4 : Communication and conflict resolution

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	7	7	4	2	0	0	20
%	35	35	20	10	0	0	100

Majority of school managers (about 90%) agreed that they train educators in communication and conflict resolution. School managers believe that by training educators in communication and conflict resolution is a prerequisite, if effective development is to take place.

Statement 5

The school manager's leadership style promotes trust and democracy.

Table 4.5: Leadership style of school manager

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	10	5	3	2	0	0	20
%	50	25	15	10	0	0	100

Most of school managers (about 90%) believed in the leadership style that promotes trust and democracy.

Statement 6

School management avoids creating conflict among staff.

Table 4.6: Avoidance of creating conflict

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	7	8	5	0	0	0	20
%	35	40	25	0	0	0	100

All school managers believed that school management system should not promote conflict among staff.

Statement 7

The school manager promotes good communication between staff and learners.

Table 4.7: Promotion of good communication between staff and learners

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	10	8	2	0	0	0	20
%	50	40	10	0	0	0	100

All school managers believed that communication is an essential aspect of staff development.

Statement 8

A well-motivated staff component instills good behaviour among staff members.

Table 4.8: Instillation of good behaviour among staff.

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	14	4	2	0	0	0	20
%	70	20	10	0	0	0	100

All school managers strongly agreed that good behaviour manifests itself through a well-motivated staff.

Statement 9

The school manager monitors the progress of mentors and newly appointed educators.

Table 4.9: Monitoring the progress of mentors and newly appointed educators

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School Manager	5	5	10	0	0	0	20
%	25	25	50	0	0	0	100

All school managers believe that the school managers should monitor the progress of mentors. They do this by making sure that mentors report to them about the progress of each teacher and they also keep a record to check whether teachers are really developed or not.

Statement 10

The school managers enjoy communicating their ideas and opinions with educators.

Table 4.10: Communication of ideas and opinion with educators

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School Manager	8	4	6	0	0	2	20
%	40	20	30	0	0	10	100

About 80% of school managers agreed that school managers should communicate their ideas and opinions with staff. Other school managers are not in favour of sharing ideas with educators. The implication here is that communication, especially where school managers have to share their opinions with educators, may not be an effective tool of developing staff as a whole.

Statement 11

The school manager enhances individual performance of each staff member.

Table 4.11: Enhancement of individual performance

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	15	5	0	0	0	0	20
%	75	25	0	0	0	0	100

All school managers strongly agreed that school managers like to enhance the performance of each staff member.

Statement 12

The school manager provides access to development training events for educators.

Table 4.12: Provision of access to development training events

Scale	Strongly agree	Partial Agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	6	4	10	0	0	0	20
%	30	20	50	0	0	0	100

All school managers agreed that school managers provide educators with access to training events.

Statement 13

The school manager makes sure that educators are satisfied with their work.

Table 4.13: Assurance of work satisfaction

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	8	12	0	0	0	0	20
%	40	60	0	0	0	0	100

All school managers strongly agreed that managers should always make it a point that educators are satisfied with their work.

Statement 14

The school manager makes staff aware of conflict and how to manage it.

Table 4.14: Awareness of conflict and management thereof

Scale	Strongly agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	7	5	6	0	0	0	20
%	35	35	30	0	0	0	100

All school managers agreed that school managers should make educators aware of conflict and show them the correct way of managing it.

Statement 15

School management is aware of communication barriers that hinder the communication process.

Table 4.15: Communication barriers that hinder communication process

Scale	Strongly Agree	Partial agree	Agree	Disagree	Partial disagree	Strongly disagree	Total
School manager	7	7	6	0	0	0	20
%	35	35	30	0	0	0	100

All school managers strongly agreed that school management is aware of communication barriers that hinder the communication process.

4.3 ANALYSIS OF OBSERVATION SCHEDULE

Each statement from the observation schedule was interpreted and observed separately. The following results were found.

4.3.1 Motivation of staff

According to the researcher's observation, most of the staff members do not seem motivated towards their work. For instance, educators do not participate in many activities of the school, such as participating in extra mural activities and taking part in meetings, and educators do not honour their periods.

Although school managers agreed on motivation and satisfaction of educators in their workplace, educators did not look motivated and satisfied in the school situation.

4.3.2 Effectiveness of mentors

The effectiveness of mentors was observed through regular visits, which were made by the departmental officials to the schools observed. This visits were monitored by the school managers and surely proved their commitment on developing old as well as newly appointed educators

4.3.3 Communication and conflict resolution

The majority of schools observed seem to have an atmosphere of peace and tranquility.

This implies that school managers indeed do promote effective communication and conflict resolution among staff members.

4.3.4 Leadership style of school managers

The researcher observed that there were still school managers who shouted and talk to educators in an unacceptable manner. Some of these school managers did not recognise educators as their partners in education, although they believed in a leadership style that promotes trust and democracy.

4.3.5 Instillation of good behaviour among staff

School managers believed in installing good behaviour among staff members, but some educators were still not well behaved, for instance:

- some educators come late to school, even though there are strict rules on late coming; and
- some educators do not, most of the time, come to school for unnecessary reasons even though they know exactly that they are going to be charged with misconduct by the school manager.

4.3.6 Enhancement of good behaviour

Although school managers agreed that they liked to enhance the performance of staff members, observation indicated otherwise, since some of the school managers were taking sides. There were in most cases two departments in schools observed and the researcher could easily see which side of the department the school manager was. This impacted negatively on the department not favoured.

4.3.7 Provision of access to development training

School managers really provide educators with access to training events because most of the educators attended many training activities and workshops while being under observation. The researcher also observed the way educators who went to these training sessions gave other educators feedback and how the rest of the team become motivated they become after these feedback sessions.

4.4 CONCLUSION

In this chapter, results from empirical study were analysed. The manner in which the respondents responded to each question was analysed and the results of each question from the questionnaire were highlighted. Most of the respondents agreed with the majority of questions and only a certain percentage disagreed with other questions.

Observation was also done to verify responses received in real school situation. From the observation done, there were some inconsistencies between the school managers' responses and the actual situation at the schools. For instance, school managers believed in a leadership style that promotes trust and democracy but in the real school situation they used different leadership style like autocratic and laissez-faire.

The next chapter deals with the summary of research. The following issues will be dealt with; conclusion, recommendations, shortcoming of the research and future research.



CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter five deals with the findings of research, shortcomings, and recommendations. Conclusions will also be drawn.

The aim of the study was to investigate the role of school managers in staff development. Literature review was undertaken. The research design included both qualitative and quantitative approaches. Questionnaire and observation schedules were developed. The sample consisted of school managers of primary schools in Thabong, Meloding and Kutloanong in the Lejweleputswa district. The questionnaires were distributed to twenty respondents who were randomly selected. The interview schedule guided the researcher on her visits to schools.

5.2 FINDINGS OF THE EMPIRICAL RESEARCH

5.2.1 Findings and summary of the empirical study from the questionnaire

From the results of the empirical research, the following summary of the responses from the questionnaire was drawn:

1. All the respondents agree that motivation forms an important aspect of developing staff.
2. The majority of the respondents agreed that having a mentor in a school helps educators to perform better in their schoolwork.

3. Most of the respondents strongly agree that the leadership style of the school manager affect the way educators are being developed in schools.
4. All school managers provide sufficient development training to all educators, being newly appointed or old ones.
5. Majority of school managers believe that school management makes staff members aware of conflict and how to manage it.
6. Lastly, all school managers agree that school managers enjoy communicating their ideas and opinions with staff members.

5.2.2 Findings and summary of the empirical study from the observation schedule

1. Although school managers believed in motivating staff members, the majority of educators did not seem to be highly motivated in their schoolwork.
2. The observation schedule showed that mentors are effective in developing old as well as newly appointed educators.
3. School managers promote communication and conflict resolution amongst all staff members.
4. Although all school managers believed in a leadership style that promotes trust and democracy, observation showed that most of the school managers are still autocratic and do not involve educators in the decision-making process in the school.
5. Although all school managers agreed that they instill good behaviour among staff members, observation proved that in many schools visited, educators are not well-behaved.
6. Educators are provided with opportunities for development through meetings and workshops.

5.3 RECOMMENDATIONS

To make the role of school managers in staff development clearer and more defined, the following recommendations are made.

5.3.1 Training of school managers

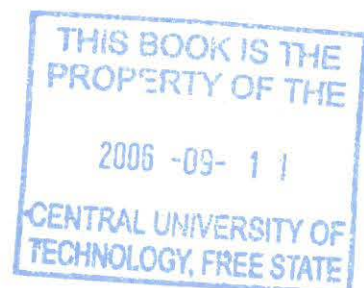
School managers should receive an extensive training in as far as the development of educators is concerned. This may make the development of educators in all the primary schools in the Lejweleputswa to be the same.

5.3.2 Prize giving events for educators

School managers should award educators for the efforts that they showed through out the year. These events may motivate educators to do well in their respective fields of work, and thus instill good behaviour and good working relationship among staff members.

5.3.3 Regular class visits

Class visits should be done as regularly as possible. Through class visits, educators may be able to monitor how far they are developed and which areas still need to be developed.



5.3.4 Regular staff meetings

Staff meetings should be held more often with the aim of empowering all educators. School managers should involve all educators in these meetings and that the decisions taken involve all.

5.4 PROBLEMS ENCOUNTERED DURING EMPIRICAL STUDY

The following problems were experienced during the empirical research:

- some school managers were not keen to participate in this study,
- some questionnaires were returned after a long time
- some questionnaires were returned incomplete.
- some school managers were offended when observation schedule was done in their schools,
- the researcher was given a limited time in schools by school managers to do observation.

5.5 SHORTCOMINGS OF THE STUDY

The following shortcomings of this research were identified:

- the study was limited to township school only. Secondary schools and former model C schools were excluded;
- the study is designed for school managers of primary schools only. Deputy principals and heads of departments are excluded; and
- farm schools are excluded.

5.6 FUTURE RESEARCH

A number of aspects regarding the role of school managers in developing staff members still have to be investigated. These include:

- the role of SMD's (school management developers) and the Department of education in staff development;
- the role of the school management team in developing staff members;
- the role that educators play in their development; and
- perceptions of educators in the way the school managers develop them.

5.7 CONCLUSION

The aim of the study was to investigate the role of school managers in staff development. This has been done through discussing aspects of development such as motivation, mentoring, leadership style of the school manager, communication and conflict resolution.

The importance of a balanced school component is the responsibility of the school manager. This has been proven by the type of leadership style that school managers employ in their schools. If the leadership and management are democratic and participatory, then the staff may be developed in that direction. Positive leadership yields positive results, which manifest itself by the positive responses from parents and the entire community.

The benefits of staff development highlighted that a school that develops its staff effectively may have educators who are always motivated and the goals and aims of the school may be achieved. This implies that if educators are satisfied, learners may be inspired to do their work and the results of the school may be good.

Staff development should be a crucial and the most important aspect in education if school managers want to transform their schools to quality schools.

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APPENDIX A

P.O Box 2454
WELKOM
9460

13 JANUARY 2004

THE PRINCIPAL
----- PRIMARY SCHOOL
P.O. BOX -----
WELKOM/ODENDAALSRUS
94---

Dear sir/madam

RE: PERMISSION TO CONDUCT RESEARCH PROJECT

I, MASEKOAI JUDITH VINGER would like to be given permission to conduct a study with you and your deputy principals. The study is about the role of school managers in staff development.

The study comprises of a QUESTIONNAIRE, which has to be filled in, if given permission.

I hope my request will positively be attended to. The promise is that the findings of the study will be disclosed to the school as soon as external moderation are made by my university and are accepted.

Yours Faithfully

M.J VINGER

PS. Please find attached a copy of the QUESTIONNAIRE TO BE FILLED, and INSTRUCTIONS TO BE FOLLOWED.

APPENDIX B – QUESTIONNAIRE

PLEASE MARK WITH A CROSS (X) OVER THE NUMBER OF YOUR CHOICE

Strongly disagree – 1

Partial disagree – 2

Disagree – 3

Agree – 4

Partial agree – 5

Strongly agree – 6

1. School manager motivates staff to perform well.	1	2	3	4	5	6
2. Mentors are effective in developing poorly performing educators.	1	2	3	4	5	6
3. The school manager appoints mentors to help newly appointed educators.	1	2	3	4	5	6
4. The school manager trains educators in communication and conflict resolution.	1	2	3	4	5	6
5. The school manager's leadership style promotes trust and democracy.	1	2	3	4	5	6
6. School management avoids creating conflict among staff.	1	2	3	4	5	6
7. The school manager promotes good communication between staff and learners.	1	2	3	4	5	6
8. A well-motivated staff component instils good behaviour among learners.	1	2	3	4	5	6
9. The school manager monitors the progress of mentors and newly appointed educators.	1	2	3	4	5	6
10. The school managers enjoy communicating their ideas and opinions with educators.	1	2	3	4	5	6

-2-

11.The school managers enhance individual performance of each staff member.	1	2	3	4	5	6
12.The school manager provides access to development training events for educators.	1	2	3	4	5	6
13 .The school manager makes sure that educators are satisfied with their work.	1	2	3	4	5	6
14.The school manager makes staff aware of conflict and how to manage it effectively.	1	2	3	4	5	6
15.School management is aware of communication barriers that hinder the communication process.	1	2	3	4	5	6

APPENDIX C

OBSERVATION SCHEDULE

A MOTIVATION OF STAFF

- 1 Are staff members really motivated at schools?

.....
.....

- 2 Does the atmosphere at schools show that all members are motivated?

.....
.....

B EFFECTIVENESS OF MENTORS

- 3 Does the school request mentors to come and help on a regular basis?

.....
.....

- 4 Are there clear guidelines concerning how to avoid conflict in schools?

.....
.....

- 5 How is the effectiveness of mentors monitored?

.....
.....

C COMMUNICATION AND CONFLICT RESOLUTION

6 How are the communication channels between educators and staff members?

.....

.....

7 Are there clear guidelines concerning how to avoid conflict in schools?

.....

.....

D LEADERSHIP STYLE OF SCHOOL MANAGERS

8 Is the leadership style of school manager fair and democratic?

.....

.....

9 Does the leadership style of school manager developing staff or not?

.....

.....

E INSTILLATION OF GOOD BEHAVIOUR AMONG STAFF

10 Do all staff members adhere to school rules and regulations?

.....

.....

11 Do they all arrive in time for school and are they all well mannered?

.....

.....

F ENHANCEMENT OF GOOD PERFORMANCE

12 Do staff members really feel enhanced in their work?

.....
.....

13 Do they look willing to work or do they come because they have to?

.....
.....

G PROVISION OF ACCESS TO DEVELOPMENT TRAINING

14 Are staff members exposed to training?

.....
.....

15 Does training educators make them to be dedicated to their work?

.....
.....
